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Samuel Oke Ogunniyi

Adeyemi College of Education, Ondo, samtoyeniyi@yahoo.com

AREMU A. OMOBOLAJI

DEPARTMENT OF ECONOMICS ADEYEMI COLLEGE OF EDUCATION, ONDO, abolaji81@gmail.com

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**TEACHING METHODS AND THE UTILIZATION OF THE LIBRARY
INFORMATION RESOURCES AMONG LECTURERS IN THE
UNIVERSITY OF MEDICAL SCIENCES IN ONDO, ONDO STATE**

BY

S AMUEL O. OGUNNIYI, Ph.D.

COLLEGE LIBRARY

ADEYEMI COLLEGE OF EDUCATION, ONDO

samtoyeniyi@yahoo.com; samogunniyi2015@gmail.com

08060053878

AND

OMOBOLAJI A. AREMU,

DEPARTMENT OF ECONOMICS

ADEYEMI COLLEGE OF EDUCATION, ONDO

abolaji81@gmail.com;

08138642542

Abstract

The paper surveyed teaching methods and utilisation of library information resources among lecturers in University of Medical Sciences, Ondo, Ondo State. The study employed descriptive survey research design. The research used simple random sampling technique to select fifty-four (54) respondents out of the total population of one hundred and fifty-four (154) respondents in which data was retrieved from 75% of the sampled respondents. Nine (9) research questions guided the study. Questionnaire was used to collect data. Data collected from the respondents was subjected to the use of frequency counts and arithmetic mean. The study revealed that lecture method $\bar{X} = 3.59$ was the frequently used method of teaching among lecturers of the University of Medical Sciences, Ondo followed by student-centered teaching methods such as questioning method with $\bar{X} = 3.47$, discussion method with $\bar{X} = 3.44$. It also showed that library textbooks and internet services with $\bar{X} = 3.37$ and $\bar{X} = 3.30$ respectively are mostly used by the lecturers in the institution. More so, lecturers of the institution frowned at the equipping of the library without the collaboration with them and lack of notice from the librarians to the lecturers on the arrivals of new materials. The study further revealed that lecturers of the institution resorted to the use of personal internet services to retrieve needed information. The study recommend among

others that: government should provide adequate resources such as instructional materials; well-equipped laboratory and well-furnished library for the use of lecturers.

Introduction

University library is an integral part of a university established to meet the information and research needs of its students, faculty, and staff. The university library is regarded as a repository of knowledge and information gateway where information materials are stored (Emwanta and Nwalo 2013). Ifijeh (2011) defined a university Library as part of a university organization which aims at the advancement of teaching, learning, and research. Its functions include: provision of materials for undergraduates and postgraduates, supplementary reading, provision of materials in support of faculty, and external and collaborated researches. The main purpose of the University Library is to support the objectives of the university, which is to promote teaching, learning and research. The university library is meant to serve the undergraduates, post-graduates, lecturers and other members of the university community. The quality of a university is measured largely by the quality of its library because of its unique role in the university system. There can never be the existence of a university without a library since the university is meant to teach and carry out research. For the teaching staff and research fellows, the university library is supposed to provide information resources and services of sufficient quality and diversity.

The university library is supposed to provide a variety of services. It is also supposed to “serve” all the areas of knowledge taught in the university. Consequently, university libraries are sometimes decentralized with a main library coordinating departmental and faculty libraries. For a university library such as the University of Medical Sciences, Ondo Library to perform its several functions, its collection must not only include books but other materials such as general and specialized reference collections, made up of journals, newspapers, manuscripts, historical maps, government publications, clippings, letters, thesis and audio-visual materials. Academic libraries in the educational institutions such as pre-primary, primary, secondary schools and tertiary institutions are important to the life-wire and foundational up-bringing of children. This is because they primarily stock materials that are of interest and developmental growth for young, teenagers and youths of the era (Rasaq, 2000 and Edeghere 2001). Such collections of materials, to an extent make provisions for teachers and lecturers, whereas the services are mainly aimed at pupils and students in the schools. School libraries are known as learning laboratory for the school. They provide the total learning package required by the students and their teachers.

Moreover, when parents send a child to the university, they expect the lecturers to educate him/her. By education, it is meant to train the child whole being, helping his mind, body and personality to grow to the full. Therefore, the aims of education are to help the child to develop his cognitive, affective and psychomotor domains (Osakinle et al, 2010). In order to achieve these aims in the higher level of education, lecturers who are the main instructor are expected to carefully prepare their lecture notes as guides since they cannot give a good lecture unless it has been well prepared. Furthermore, in order to promote orderliness and learning in the classroom, every lecturer should possess essential teaching skills because no one can lecture something to someone without doing it in some particular way, and that way

of teaching has significant effects on the entire teaching and learning situation. These ways of teaching being adopted are referred to as teaching methods, teaching techniques and instructional strategies.

According to Ehindero and Ajibade (2000), teaching is a process of continuous personal development and professional self-discovery alongside an emerging understanding of the teaching and learning process. Also, Grant (1977) posited that the teacher must decide on the best method for the lesson, class method or group method and must think if any special organization will be needed. In teaching in the universities, especially in the medical schools, the teaching methods being adopted by lecturers must be properly looked into and the utilization of library information resources must as well be given credence to among lecturers in order to achieve high academic performance of students. It is on this note that this research work studied the teaching methods and utilization of library information resources among lecturers of University of Medical Sciences, Ondo, Ondo State.

Brief History of University of Medical Sciences, Ondo, Ondo State

The proposal of University of Medical Sciences, Ondo, Ondo State was signed into law the bill of its establishment by His Excellency Dr. Olusegun Mimiko in the year 2014. It was proposed by the Ondo State House of Assembly under Schedule 1, Section 5(2) and Article 39(1) of Ondo State Laws. The establishment was done in order to find ways to sustain the delivery of model health services that had been the hallmark of the administration of the state under Governor Mimiko. However, the state had been the only state in which the Millennium Development Goals (MDGs) 4 and 5 which aimed at reducing maternal and child deaths was achieved. The State through the establishment of Mother and Child Hospitals in Akure and Ondo, ultra-modern diagnostics services and a Medical Village with considerable investment in infrastructures and human resources development in achieving Goals 4 and 6 of the MDGs in Nigeria. In order to sustain this ground breaking vision and to ensure high quality delivery of health services for all Nigerians, the idea of the University came to the fore.

In line with the aim of the state in establishing the University, this research work therefore studied the teaching methods and utilization of library information resources among lecturers of University of Medical Sciences, Ondo, Ondo State in order to ensure high quality output of the institution for the sustainability of the ground breaking vision of the then administration.

Statement of the Problem

Teaching methods adopted and the utilization of library information resources among lecturers of University of Medical Sciences in Ondo is a matter of concern that needs critical examination because the institution stands as one of the institutions that produces health care personnel into the Nigerian society. Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. The teaching method adopted by lecturers goes a long way in determining the realization of the behavioural and instructional objectives of the lecturer. Every teacher develops a particular way of going about the complex task of teaching. The way one introduces a topic, raises question, makes assignments and lots more characterize the teaching methods or style being adopted by teacher. Teaching methods however has effect on the

success of any classroom activities. Teaching methods determine the activities of teachers and students, the quality of teaching process, implicitly sending a message about what teaching is and how students learn. On the other hand, when library information resources are regularly used by lecturers, they are able to up-date their knowledge in their fields of specialization and become more effective in the discharge of their duties.

Above all the importance of teaching methods and utilization of library information resources, the non-usage of right teaching methods and utilization of library information resources has various implications on the lecturers and the students. It is against this background that this study is aimed at filling this gap. Therefore, this study examined the teaching methods and the utilization of library information resources among lecturers of University of Medical Sciences in Ondo, Ondo state.

Objectives of the Study

The main objective of the study is to examine the teaching methods and the utilization of library information resources among Lecturers of University of Medical Sciences in Ondo. The specific objectives of the study are to:

- i. determine the methods of teaching being used by Lecturers in University of Medical Sciences, Ondo, Ondo State;
- ii. identify the most frequent teaching methods used by Lecturers in University of Medical Sciences, Ondo, Ondo State;
- iii. find out the challenges encountered in teaching students in University of Medical Sciences, Ondo, Ondo State;
- iv. assess the library information resources that are available in University of Medical Sciences, Ondo, Ondo State;
- v. evaluate the frequency of usage of library information resources among Lecturers in University of Medical Sciences, Ondo, Ondo State;
- vi. identify the purpose with which Lecturers in University of Medical Sciences, Ondo, Ondo State consult the library;
- vii. ascertain the constraints to the use of library resources by the Lecturers in University of Medical Sciences, Ondo, Ondo State;
- viii. find out alternative means by which Lecturers source for information apart from the library in University of Medical Sciences, Ondo, Ondo State; and
- ix. identify the possible solutions to tackle the challenges faced by lecturers in the adoption of various teaching methods and the utilization of library information resources.

Research Questions

The following questions guided the study.

1. What are the methods of teaching being used by Lecturers in University of Medical Sciences, Ondo, Ondo State?
2. Which of the teaching methods do lecturers often use in teaching students in University of Medical Sciences, Ondo, Ondo State?
3. What are the challenges encountered in teaching students in University of Medical Sciences, Ondo, Ondo State?
4. What are the library information resources available in University of Medical Sciences, Ondo, Ondo State?

5. To what extent are Lecturers in University of Medical Sciences, Ondo, Ondo State make use of library information resources?
6. What are the purposes for consultation of library information resources by Lecturers in University of Medical Sciences, Ondo, Ondo State?
7. What are the constraints to the use of library information resources by the Lecturers in University of Medical Sciences, Ondo, Ondo State?
8. What are the alternative means by which Lecturers source for information apart from the library in teaching in University of Medical Sciences, Ondo, Ondo State?
9. What are the possible solutions to remedy the challenges faced by lecturers in the adoption of various teaching methods and the utilization of library information resources?

Review of Related Literature

Teaching Methods

According to Kimweri (2004) teaching method refers to variety ways in which a learning task is managed to facilitate the learning process. This means the way of organizing the participants and the type of methods to be used will be determined by different factors i.e. number of students, age and the topic to be taught. Asikhia (2010) defined teaching methods as the means or strategies employed by the teachers in attempt to impart knowledge to the learners. It is also defined as the strategy or plan that that outline the approach that teachers intend to take in order to achieve the desirable objectives. This involves the way teachers organize and use technique of subject matter, teaching tools and teaching material to meet teaching objectives. There are two categories of teaching methods namely, teacher-centered methods and learner-centered methods of teaching, (MIE 2004). Learner-centered instruction refers to the method in which students construct their own understanding of content, develop a personal feeling that the knowledge is their own (Jacobson and Kauchak, 2009). Therefore, student centeredness implies the heavy emphasis on enquiry, individualistic learning and problem-based learning which makes student as the centre point of learning and group work.

Students' Centered Curriculum/Problem-Based Curriculum

The scientific instructional method, where 'triggers' from clinical scenarios, is utilized to define customized learning objectives, perform independent research, refine and analyse findings in group discussions is a modern day pedagogy in medical education and described as "Problem Based Learning" (Diana, 2003). Instead of rigmarole conventional methods of teaching, students are allotted with an exciting and challenging problem at the beginning of the session. This is followed with brainstorming of relevant issues, filtering out the irrelevant thoughts and ideas, discussing possible solutions which are of practical utility and involves real-world implications. Students were charged with sense of responsibility to learn on their own, utilizing the given situation or problem as a navigator to realize what needs to be learnt and what is most relevant and needs to be taught (Enger, Brenenson, Lenn, Macmillan, Meisart, 2002). The method was initiated at the McMaster University's school of Medicine, Canada, in 1960s and is now widely accepted and adopted in medical curricula of multiple countries (Butler, Inman, Lobb, 2005). Students actively acquire knowledge,

emphasize more on understanding than memorising just to pass university examination. This method encourages use of various information sources and reading materials.

Problem based learning (PBL) encompasses “active learning with particular relevance to the learning objectives (as opposed to the traditional passive spoon-feeding rote learning based on teacher designed didactic lectures and instructions) (Kwan, 2009). It actually creates an environment that encourages practical involvement of students, pushes them to participate in an on-going activity in which cross functional feedback from peers and facilitators is encouraged (Peterson, 2006).

Teachers’ Centred Curriculum/Conventional Curriculum

Teachers’ centered methods of teaching are the one - way communication where by the teacher delivers the materials orally while the learner listens or takes down notes (Kimweri, 2004). The method is autocratic in form and allows very little or no room for active participation of the learners and thus providing little feedback to the teacher as to how effective the presentation has been. Conventional teaching separates the basic science segment from the clinical segment. In the conventional curriculum, teaching is tutor-centred and comprises large group lectures, tutorials, structured laboratory experience, and periodic tests of achievement. Students passively absorb information rather than actively acquire knowledge. The conventional curriculum is characterised by a 1- to 2- year basic science segment comprising formal courses drawn from various basic science disciplines. This is followed by clerkships in the clinical years of study. Educational research indicates that this format of teaching is frequently unstructured, the acquisition of skills is left largely to chance and is subject to little quality control, students are inadequately monitored, and feedback is seldom given (Folse, DaRosa, Paiva, Birtch, 1986).

Library Use

Lecturers and teachers need various kinds of information resources for teaching and research for the purpose of impacting knowledge to students and self-development. For learning to take place, teachers and learners must have access and use the necessary and adequate information resources. The most effective way to mobilize school teachers is through the provision of required information resources in school libraries (Ntui *et al.*, 2015). The library is a repository of knowledge. Library helps the secondary school teachers to achieve the objectives of producing students that are information literate and are prepared for lifelong education. Hence, libraries should provide access to available library resources and expert professional support to facilitate effective utilization of these resources. Library resources contain information in both print and non-print formats such as textbooks, journals, indexes, newspapers and magazines, reports, internet, video tapes, diskettes, and microfilms. Library resources are the raw materials that provide vital services in the teaching and learning process. Library resources are important for the preparation of lesson plan by teachers and for educational advancement in order to achieve the set instructional objectives (Ntui *et al.*, 2015).

To achieve these objectives, library resources should be accessible to the teachers at the right time in its appropriate format. Accessibility of library resources creates an enabling environment for the utilization of library resources. It is assumed that if information is accessible to the teachers in school libraries, it could be used for effective teaching. The main goal of the school library is for users to gain access to its abundant wealth of information

resources. Information sources are efficient if they provide relevant, useful and accurate information that can help users solve their problems.

Accessibility of library resources means the ease of locating and retrieving a piece of information from the storage medium (Akobundu, 2008). Readers tend to use information sources that require the least effort to access so as to save time. Teachers require quality information resources in order to teach effectively; undertake innovative research and use their acquired knowledge and experience to provide expert services to the schools in order to turn out professionals and qualified students who will be leaders of tomorrow. Therefore, libraries are expected to provide such resources which when used effectively by teachers, would translate into improved teaching effectiveness and quality products. Inability to access information resources in the library can result in time waste and frustration. Such time waste and frustration have the potential of discouraging, rather than encouraging library use.

Perception of Lecturers on Library Information Resources

The services rendered by academic libraries, according to Bassey (2006) include: circulation materials to eligible patrons under equitable policies; providing reference referral services; providing indexing and abstracting services covering the professional periodicals received in library; providing current awareness services, which include library display, selective dissemination of information (SDI), and compilation of bibliographies; providing continuing instruction to patrons in the effective use of the library (user education); preparing a library handbook giving details of the rules, resources, services and staff of the library and making it available to patrons free of charge or at minimal cost; promoting inter library cooperation loans; provision of computer services and convenient hours of services; and displaying newly received books in an appropriate place and arranging book exhibitions on different themes appropriate to a given occasion in an effort to bring its resources to the notice of its patrons or users. Mallaiah, Kumbar and Mudhol (2008) analysed the main tasks of a library to include collection, storage and distribution of the reading materials keeping in view the user requirements. Out of these three main functions, the collection occupies the most vital position. If the book collection of library is efficient, ideal and could satisfy the needs of the readers, then it would enhance the image of the library. The quantity and quality of the collection are vital in the achievement of the university library's goals and objectives. The efficiency of library is governed by the quantity and quality of its collection.

University libraries have long shifted from the old notion of being the custodian of books to that of being the disseminator of information. For university library and information professionals to be effective as information providers, according to Bello and Musa (2005), they require a fuller knowledge of students' information needs, the characteristics of needed materials, the context of research process in which information needs occur, how information is used and whether users' information needs have been met. The library today is a busy information centre where information is packaged in various formats to the advantage of the users. The value of the library collection depends not only on the quantity of information sources but on the effective ways and means of providing and interpreting them to users. The artificial techniques followed in the library activities are not common to the users hence these should be interpreted in the easy understandable ways (Mallaiah, Kumbar and Patil, 2008). The library within the university today is user-centered as a result of the provision of Information and Communication Technology (ICT) facilities in Nigeria (Onwubiko, 2005).

ICT is heavily utilized in the storage, processing and dissemination of information. It has made the organization of information very efficient, the delivery of basic information services more effective and dissemination of information to users easier. It has eliminated a lot of routine and repetitive tasks in a library. Any modern library and information professional must be knowledgeable in library automation, networking, Internet surfing, database management, processing software, statistical software, etc. in order to provide tailored information, according to the user information needs, and adequate facilities for physical comfort and mental peace.

The primary purpose of university libraries, according to Oyewusi and Oyeboade (2009) is to support teaching, learning and research in ways consistent with, and supportive of, the institution's mission and goals. In addition, library resources and services should be sufficient in quality, depth, diversity, and currency to support the institution curriculum. As a result of this, university libraries are often considered as the most important resource centre of an academic institution. Olajide and Fabunmi (2011) studied lecturers' perception of the adequacy of resources and services of University of Ado-Ekiti Library. They found out that lecturers are not satisfied with the internet services, e-mail services, selective dissemination of information (SDI) and online public access catalogue (OPAC) services rendered by the library.

Ekere, Charles and Nwoha (2016) studied users' perception of the facilities, resources and services of the MTN Digital Library at the University of Nigeria, Nsukka. They found out that users were generally very satisfied with the functional conditions of most of the facilities at the library particularly the tables and chairs, the general library environment, air-conditioning and lighting and ventilation etc. However, they equally expressed dissatisfaction with the functionality of other facilities such as the desks and storage lockers, toilet facilities, bulletin boards, instructional facilities etc. mostly because they were either restricted for use by library staff only, are available at low extent or are not available in the library. Users were more aware of and portrayed a unanimous level of satisfaction with using the web and search engines for research purposes but are less aware of the availability of other useful resources such as portals, online indexes and abstracts and online databases which ought to prove more useful and reliable for research than some of the information that may be obtained from search engines and the web.

However, Olawale and Airen (2015) in their study on lecturers and postgraduates' perception of libraries as promoters of teaching, learning and research found out that the perception of the lecturers and postgraduates on the library resources was not quite favorable. Majority of the respondents were not satisfied with the available resources and facilities, with most of them noting that the resources were not relevant. Moreover, the study carried out by Natarajan, Suresh, Sivaraman, and Sevukan (2010) on the faculty members and research scholars' perception of electronic resources in Annamalai University, India presented a different view with majority of the faculty members very satisfied with the electronic resources and they considered them relevant.

Among the major constraints that hindered their use of the resources and facilities in the library were inadequate power supply, lack of awareness of certain resources and facilities and lack of assistance from librarians. This result is supported by Echezona, Okafor, and Ukwoma (2011); Ifijeh (2011); and Onuoha et al. (2013). Echezona et al. (2011)

conducted a study on the sources used by postgraduates in Library and Information Studies Department of the University of Nigeria Nsukka, and revealed that lack of power supply was a major constraint militating against the use of library resources. The study by Ifijeh (2011) highlighted that majority of the faculty members identified lack of awareness of library materials as the greatest problem affecting the use of library resources. Majority of the respondents in the study conducted by Onuoha et al. (2013) ranked personal assistance by library staff as very low.

Methodology

The research design adopted for this study is the descriptive survey method. The population of this study comprises of one hundred and fifty-four (154) lecturers in the University of Medical Sciences, Ondo, Ondo State. The university consists of Faculty of Basic Medical Sciences, Faculty of Clinical Sciences, Faculty of Sciences, Faculty of Dentistry, Faculty of Pharmacy and Pharmaceutical Sciences and Faculty of Public Health. The lecturers were selected using simple random sampling technique. The total number of lecturers considered for the study is fifty-four (54) representing 35% of the total population.

The instruments employed in gathering data for this study was the questionnaire. The questionnaire was designed by the researcher. It is made up of eight sections. Section A deals with the demographic data of the respondents, Section B seeks to know about lecturers' library usage, Section C is on the methods of teaching adopted by lecturers in UNIMED. Section D deals with the teaching methods used frequently by lecturers in UNIMED, Section E is on the challenges encountered by lecturers in teaching students in UNIMED. Section F considers the availability of library information resources in UNIMED. Section G is on frequency of consultation of library information resources. Section H is on the purposes of consultation of library information resources by lecturers of UNIMED, Section I is on constraints to the use of library information resources by lecturers of UNIMED, Section J deals with the alternative means by which lecturers source for information apart from library in UNIMED while Section K deals with the suggested solutions by lecturers to improve teaching methods and library information resources usage in UNIMED. The instrument was subjected to face and content validation. The comments, corrections and suggestions made by the experts were all integrated into the final drafts of the instruments before its administration.

In order to be sure of the reliability of the research instruments, the questionnaire was trial tested on ten (10) Biology lecturers from Adeyemi College of Education, Ondo before administering it on the targeted population. The trial tested instrument was subjected to Cronbach Alpha method of reliability test for each of the sections. Section C of the research instrument produces Alpha value of 0.556, Section D with 0.878, Section E with 0.598, Section F with 0.707, Section G with 0.917, Section H with 0.653, Section I with 0.619, Section J with 0.907 and Section K with 0.957 reliability value. These results show that the research instrument is reliable and thus fit for administration since they are all greater than 0.5. The data gathered through questionnaire were presented in tables while arithmetic mean scores were used in the data analysis. A 4-point scale was used. The mid-point of 2.5 criterion mean is accepted as positive response. The formula for this is

$$\bar{X} = \frac{\sum X}{n}$$

Where:

\bar{X} = mean score

\sum = summation

X = raw score

n = number of observations

Any arithmetic mean score that is 2.5 and above is considered as positive and accepted. And any arithmetic mean score below 2.5 is considered as negative and rejected.

Data Analysis and Interpretation

Research Question 1: What are the methods of teaching being used by Lecturers in University of Medical Sciences, Ondo, Ondo State?

Table 1: Respondents' Teaching Methods

S/N	Items	N	Sum	Mean
1	Questioning	40	141	3.53
2	Discussion	40	146	3.65
3	Brainstorming	40	140	3.50
4	Demonstration	40	135	3.38
5	Lecture	40	142	3.55
6	Presentation	40	143	3.58
7	Seminar	40	129	3.23
8	Field work	40	127	3.18
9	Project	40	139	3.48
10	Online	40	125	3.12

Table 1 shows the mean responses of the respondents to the method of teaching being adopted in teaching students in the University of Medical Sciences, Ondo. The mean of their responses ranges from 3.12 to 3.65. This shows that all the items in the table have arithmetic mean which is greater than the criterion mean. Since all the means of the items are greater than the criterion mean of 2.5, all teaching methods listed in the table are therefore accepted to be used by lecturers in the University of Medical Sciences, Ondo in imparting knowledge to their students. However, discussion method has the highest mean value of 3.65 while online teaching method has the lowest mean value of 3.12.

Research Question 2: Which of the teaching methods do lecturers often use in teaching students in University of Medical Sciences, Ondo, Ondo State?

Table 2: Lecturers' Method of Teaching.

S/N	Items	N	Sum	Mean
1	Questioning	40	139	3.47
2	Discussion	36	124	3.44
3	Brainstorming	32	98	3.06
4	Demonstration	32	97	3.03
5	Lecture	32	115	3.59
6	Presentation	36	106	2.94
7	Seminar	32	73	2.28
8	Field work	28	66	2.36
9	Project	28	66	2.36
10	Online	28	65	2.32

Table 2 shows the mean responses of the respondents to the method of teaching being adopted frequently in teaching students in the University of Medical Sciences, Ondo. The mean of their responses ranges from 2.28 to 3.59. The table reveals that lecture method is the most frequently used teaching methods with mean value of 3.59 followed by questioning method and discussion method which has the mean value of 3.47 and 3.44 respectively but seminar method is the least used teaching methods in the institutions with mean value of 2.28.

Research Question 3

What are the challenges encountered in teaching students in University of Medical Sciences, Ondo, Ondo State?

Table 3: Challenges encountered in Teaching Students in UNIMED.

S/N	Items	N	Sum	Mean
1	Inadequate instructional aids	40	117	2.93
2	Low facilities to enhance learning	31	88	2.84
3	Overpopulation of students	40	126	3.15
4	Low language mastery of students	40	111	2.78
5	Independency of each teaching methods	40	99	2.48
6	Ill-equipped laboratory	36	97	2.69
7	Outdated library information resources	40	89	2.23

Table 3 shows the mean responses of the respondents on the challenges encountered in teaching students in University of Medical Sciences, Ondo. The means of the items ranges from 2.23 to 3.15. Item 3 which is 'overpopulation of students' in the table has the highest mean value of 3.15 which shows that it is the greatest challenge encountered in teaching students in the school followed by item 1 which is 'inadequate instructional aids' with the mean value of 2.93 but item 7 which is 'outdated library information resources' with the

lowest mean value of 2.23 is not considered as a challenge facing teaching of students in the institution.

Research Question 4

What are the library information resources available in University of Medical Sciences, Ondo, Ondo State?

Table 4: Availability of Library Information Resources in UNIMED.

S/N	Items	N	Sum	Mean
1	Textbooks	40	145	3.63
2	Research monographs	40	128	3.20
3	Research Reports	40	132	3.30
4	Data sheets	40	133	3.33
5	Dissertations/Thesis	40	144	3.60
6	Dairies	40	147	3.68
7	Indexes/Abstracts	40	142	3.55
8	Biographies	40	144	3.60
9	Gazetteers	40	134	3.35
10	Journals	40	146	3.65
11	Newspaper	40	142	3.55
12	Magazines	40	140	3.50
13	Periodicals	40	142	3.55
14	Internet Services	40	146	3.65
15	CD-ROMs	40	125	3.12
16	Cassettes (Audio)	40	129	3.23
17	Video cassettes	40	133	3.33
18	Encyclopedia	40	141	3.52
19	Dictionaries	40	138	3.45
20	Atlases maps and globes	40	128	3.20
21	Online databases	40	140	3.50
22	Multimedia	40	140	3.50

Table 4 shows the mean responses of the respondents on the availability of library information resources in University of Medical Sciences, Ondo. The mean response of the respondents ranges from 3.12 to 3.68. This reveals that all the items in the table have arithmetic mean which is greater than the criterion mean. Since all the means of the items are greater than the criterion mean of 2.5, all items are therefore accepted and thus available in the University of Medical Sciences, Ondo.

Research Question 5

To what extent are Lecturers in University of Medical Sciences, Ondo, Ondo State frequent with the usage of library information resources?

Table 5: Frequency in the Usage of Library Information Resources by Lecturers of UNIMED.

S/N	Items	N	Sum	Mean
1	Textbooks	40	135	3.37
2	Research monographs	40	95	2.37
3	Research Reports	40	109	2.73
4	Data sheets	40	77	1.92
5	Dissertations/Thesis	40	124	3.10
6	Dairies	40	78	1.95
7	Indexes/Abstracts	40	98	2.45
8	Biographies	40	96	2.40
9	Gazetteers	40	90	2.25
10	Journals	40	123	3.07
11	Newspaper	40	109	2.73
12	Magazines	40	108	2.70
13	Periodicals	40	112	2.80
14	Internet Services	40	132	3.30
15	CD-ROMs	40	88	2.20
16	Cassettes (Audio)	40	69	1.73
17	Video cassettes	40	75	1.88
18	Encyclopedia	40	89	2.22
19	Dictionaries	40	124	3.10
20	Atlases maps and globes	40	82	2.05
21	Online databases	40	117	2.93
22	Multimedia	40	84	2.10

Table 5 shows the mean responses of the respondents on the frequency in the usage of library information resources in University of Medical Sciences, Ondo. The mean response of the respondents ranges from 1.73 to 3.37. Item 1 on the table which is ‘textbooks’ has the highest mean value of 3.37 followed by internet services which has the mean value of 3.30 and dictionaries with the mean value of 3.10 but audio cassettes has the lowest mean value of 1.73 in the table.

Research Question 6

What are the purposes for consultation of library by Lecturers in University of Medical Sciences, Ondo, Ondo State?

Table 6: Respondents’ Purpose of Consulting the Library.

S/N	Items	N	Sum	Mean
1	To consult reference materials	39	133	3.41

2	To consult textbooks	40	124	3.10
3	To prepare lecture notes	40	130	3.25
4	To read newspapers	40	115	2.88
5	To borrow books	40	104	2.60
6	For research purposes	40	130	3.25
7	For internet browsing to check online databases	40	113	2.83

Table 6 shows the mean responses of respondents on the purpose of consulting the library in the University of Medical Sciences, Ondo. The mean of the items ranges from 2.83 to 3.41. This shows that all the items listed in the table above were all accepted and are the purposes with which lecturers in the University of Medical Sciences, Ondo consult the library. It reveals that lecturers consult the library to make use of references materials, textbooks, prepare lecture notes, read newspapers, borrow books, to carry out research and for internet browsing to check online databases.

Research Question 7

What are the constraints to the use of library information resources by the Lecturers in University of Medical Sciences, Ondo, Ondo State?

Table 7: Constraints to the Use of Library Information Resources.

S/N	Items	N	Sum	Mean
1	Non-involvement of lecturers in book selection	40	115	2.87
2	Outdated materials	40	103	2.58
3	Inadequate journals	40	103	2.57
4	Lack of information on new arrivals of materials	40	110	2.75
5	Poor library education	40	98	2.45
6	Unavailability of constant power supply	40	92	2.30
7	Unavailability of conducive atmospheric condition	40	95	2.38
8	Inadequate library staff	40	86	2.15
9	Lack of online database(s)	40	89	2.23

Table 7 displays the mean responses of the respondents on the constraints to the use of library information resources by the Lecturers of University of Medical Sciences, Ondo. The mean of the respondents' responses ranges from 2.15 to 2.87. Item 1 which is 'non-involvement of lecturers in book selection' has the highest mean value of 2.87 which denotes that it is the greatest constraints to the use of library information resources by the respondents followed by item 4 which is 'lack of information on new arrivals of materials' with the mean value of 2.75 but item 8 which is 'inadequate library staff' has the lowest mean value of 2.15 in the table.

Research Question 8

What are the alternative means by which Lecturers source for information apart from the library in teaching in University of Medical Sciences, Ondo, Ondo State?

Table 8: Respondents' Alternative Means of Sourcing for Information.

S/N	Items	N	Sum	Mean
1	Through personal internet facilities	38	145	3.82
2	Through departmental/school internet facilities	38	129	3.39
3	Through publications of conferences	34	120	3.53
4	Through personal library	32	111	3.47
5	Through personal unpublished materials	32	107	3.34
6	Through colleagues	36	115	3.19
7	Online databases from other universities	36	105	2.92

Table 8 shows the mean responses of the respondents on alternative means of getting information. The means in the table above shows that all the means of sourcing for information listed in the table above are correct since the mean of each items on the table is greater than the criterion mean. The means ranges from 2.92 to 3.82. This implies that lecturers of the institution source for information through personal internet facilities, through departmental/school internet facilities, through publications of conferences, through personal library, through personal unpublished materials, through colleagues and through online databases from other universities.

Research Question 9

What are the steps to be taken to improve teaching methods and library information resources in University of Medical Sciences, Ondo, Ondo State?

Table 9: Suggested Solutions to improving Teaching Methods and Usage of Library Information Resources

S/N	Items	N	Sum	Mean
1	Provision of more relevant books	36	140	3.89
2	Provision of current information sources	36	139	3.86
3	Increasing the stock of books in the library	36	136	3.78
4	Establishment of departmental libraries	36	134	3.72
5	Increase in professional staff of the library	32	116	3.63
6	Involve lecturers in book selection	36	129	3.58
7	Securing a standby generating plant	36	125	3.47
8	Improvement in library instruction	32	120	3.75
9	Provision of adequate instructional aids	36	136	3.78
10	Improvement in school facilities to enhance learning	32	117	3.66
11	Seminar for lecturers on the relevance of each teaching methods	36	122	3.39
12	Provision of well-equipped laboratory	32	111	3.47
13	Access to up-to-date library information resources	36	128	3.56
14	Provision of more online databases	36	135	3.75

Table 9 clearly shows the mean responses of the respondents on the techniques to adopted in order to improve teaching methods and usage of library information resources among lecturers of University of Medical Sciences, Ondo. The means ranges from 3.39 to 3.89. With the lowest value of the mean of the items in the table being 3.39, it shows that all the items listed in the table above are accepted to be ways by which teaching methods could

be improved and means of improving lecturers' usage of library information resources in the institution.

Conclusion

This study investigated the teaching methods and library information resources used among lecturers of the University of Medical Sciences, Ondo, Ondo State.

The study established that the best teaching methods that could be adopted in teaching in school of medical sciences is the learners-centered method of teaching as the findings from the literatures has reviewed and the results of the analysis of the study has shown that learners-centered method of teaching dominates the method in which lecturers in the institution used in teaching the students.

The study concluded that lecturers of the institution make use lecture method coupled with learner-centered methods of teaching such as discussion method, questioning method, presentation, project and brainstorming method but rarely use online, field work and seminar method to teach the students of the institutions.

On the other hand, library information resources serve as the materials with which users absorb information needed for a specific task to be done and they are enshrined inside the library for library users to access. Also, the study concluded that lecturers of the University make use of library information resources such as textbooks, dictionaries, dissertations/theses, journals and internet services while they rarely use multimedia, atlas/maps/globes, video and audio cassettes, CD-Roms, diaries, data sheet among others.

Recommendations

Based on the findings of this study, the following recommendations are made to improve the teaching methods used in medical sciences institutions and utilisation of library information resources among lecturers of the institutions

1. The National Universities Commission (NUC) should increase emphasis on the adoption of learners-centered curriculum for universities in the country especially institutions dealing with the medicinal studies.
2. The Federal/State Government should provide adequate resources such as instructional materials, well-equipped laboratory, well-furnished library, etc. for effective teaching and learning to take place in their various institutions. And the owners of private owned institutions should do likewise.
3. Librarians of various institutions of higher learning should equip the library through the fund released to them by the management with relevant information materials that will enhance individualistic learning of the students and the teachers research work and teaching.
4. The acquisition of information resources into the library should be done at regular interval by the institution's librarians in collaboration with the users (most especially, lecturers) so as to get the needed materials for improved acquisition and users' participation.
5. Proper awareness about arrivals of new materials in the library should be done by the librarians in order to notify the lecturers; this will encourage the lecturers to make use of the library and its resources.

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